(b) whether those norms have been adhered to while approving supplementary item number 2 of the agenda of recently concluded 53rd meeting of Kendriya Vidyalaya Sangathan's Board of Governors; and

(c) if so, what are the details thereof and if not, what are the reasons therefor?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P. SHIV SHANKER); (a) In Government of India, the selection committee are required to prepare the select panel for direct recruitment to the extent of declared number of vacancies. In case the size of the select panel exceeds the declared number of vacancies, the names of the persons exceeding such declared vacancies should be treated as being in the reserved panel for being operated against the droP outs-

(b) and (c) The Board of Governors, Kendriya Vidyalaya Sangathan at its 53rd meeting held on 13.7 89 decided that the size of the select panel should be 50% more than the actual vacancies notified which will enable the Kendriya Vidyalaya Sangathan to provide full complement of teachers to Kendriya Vidyalayas.

मध्य प्रदेश में शारीरिक रूप से अपंग और मूक बच्चों को शिक्षित करने के लिए कार्यक्रमों की समीक्षा

2860. **श्री अजीत जोगी :**
ठाकुर जगतपाल सिंह :

क्या मानव संसाधन विकास मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या यह सच है कि मध्य प्रदेश में शारीरिक रूप से अपंग और मूक बच्चों को शिक्षित करने के लिए चल रहे कार्यक्रमों की केन्द्रीय सरकार द्वारा समीक्षा की गई है; और

(ख) यदि हां, तो इसका ब्यौरा क्या है ?

मानव ससाधन विकास मंत्री (श्री पी० शिव शंकर) : (क) और (ख) मध्य प्रदेश में अपंग बच्चों की शिक्षा के लिए सतत् रूप से चल रहे कार्यक्रमों के बारे में केन्द्रीय सरकार ने कोई दृष्टिकोण नहीं बनाया है। तथापि हाल ही में रा०शै०अनु० तथा प्रशि० परिषद् ने मध्य प्रदेश के मस्तूरी खंड में यूनेसेफ द्वारा सहायता प्राप्त एकीकृत शिक्षा की परियोजना की प्रगति की समीक्षा की है। यह परियोजना लगभग एक वर्ष से चल रही है। स्कूलों के 631 अध्यापकों और 34 पर्यवेक्षकों को सामान्य स्कूलों में अपंग बच्चों की शिक्षा के लिए अपेक्षित अवस्थापना दी गयी है। 38 शिक्षकों ने छः सप्ताह का प्रशिक्षण प्राप्त किया है और 10 अध्यापक भोपाल स्थित शिक्षा कालेज में एक वर्ष का गहन प्रशिक्षण प्राप्त करेंगे; ऐसे 1044 अपंग बच्चों का पता लगा लिया गया है जिनकी अपंगता का एकीकृत शिक्षा पद्धति के अन्तर्गत सामान्य स्कूलों में उनकी शिक्षा के लिए मूल्यांकन किया जा रहा है।

Number of Institutes of Correspondence Courses functioning in the Country

2861. SHRI KRISHNA KUMAR B.IRLA; Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased.to state:

(a) the number of the Institutes of Correspondence Courses (ICC) presently functioning in the country and what" is the nature of assistance, if any, being given to these iCCs by the State Government or by the University Grant, Commission;

(b) whether there is any interaction between the ICCs and the Open Universities in the country;

(c) whether any attempt has been made to know the handicaps in the functioning of the ICCs, their standards of performance and teaching . quality and also the deficiencies in the Open Universities;

(d) if so, what are the details! thereof; and what steps Government propose *to* take in this regard; and

(e) if the answer" to part (c) above b_G in the negative whether Govt, propose to make a study in this respect?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI P. SHIV SHANKER); (a) According to the information furnished by the UGC, the number of Institutes of Correspondence Courses (excluding Open Universities) is 33. The UGC provides assistance of Rs. 1.5 lakhs per annum for a period of 5 years for Correspondence Institutes offering courses at the under-gradupte level for personal contact programmes, Study Centres, preparation of lessons, teaching staff and library facilities. In the case of Correspondence ^nstir tute offering courses at the post-graduate level, assistance is available for staff, preparation of reading materials, provision of Visiting Lecturers, contact programmes, Study Centres and library facilities including postal library services at the rate of Rs. 1.5 lakhs per annum per subject for a period of 5 years.

(b) to (d) The UGC Guidelines for the Introduction of Correspondence Courses in Universities/CoIleges spell out in detail the requirements in respect of preparation of instructional material, setting up, of Study Cent-es, evaluation of students response-sheets, provision of' personal contact programmes, etc., by Institutes of Correspondence studies. The Visiting Committees of the UGC review, *inter alia,* the implementation of these guidelins from time to time.

The UGC has also set up a Standing Committee on Distance Education/Correspondence Courses to continuously monitor the programme of Correspondence Education and .suggest measures for the effective implementation of these programmes.

The Indira Gandhi National Open University which is responsible for the promotion and Qoordination of the Open University and Distance Education System in the country has set up $_a$ Coordination Council of Open Universities with a view to develop a network of Open University courses and programmes. The network when established should minimise duplication of efforts among Open Universities and facilitate sharing of programmes by two or more Open Universities.

In pursuance of a decision taken by the Board of Management of IGNOU the conditions for.adopting and sharing of materials produced by IGNOU by other State Open Universities have been worked Wit. The Kota and Andhra Open Universities are already using instructional materials (print;, audio and video) produced by IGNOU for their programmes. .

It is expected that the Correspondence Course$_s$ offered by conventional Universities will gradually get integrated with the Open University system in the country. The proposed network of Open University programmes is expected to facilitate such an integrated development of Open University and Distance Education programmes in the country.

(e) Does not arise.

Essential qualifications for recruitment of teachers and principals ia KVS

2862. SHRI ANAND PRAKASH GAUTAM: Will the Minister of HUMAN RESOURCE DEVELOPMENT b_e pleased to state;

(a) the authority/officer of Kendriya Vidyalay$_a$ Sangathan who is competent to formulate details of essential and desirable academic and professional qualifications arid experience in teaching and co-curricular activities etc. for'recruitment of different categories of teacher$_s$ and'Principals;